Bymount East State School
Queensland State School Reporting
2013 School Annual Report

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Principal's foreword

Introduction

The 2013 School Annual Report for Bymount East State School follows the progress, opinions and goals of students, parents and staff at the school during the year. Bymount East State School provides a wonderful environment for its students, who are supported by dedicated staff and a supportive community. The school has one full time teaching principal, one teacher aide and a part time teacher. All students continue to be taught in multi-age settings with curriculum delivery based on year levels and also ability levels. Each year students in Years 3,5,7 participate in NAPLAN Testing. In 2013 only 2 students participated in this.

The school encourages parents and community members to assist with students learning and to become involved in the school's programs. In 2013 the school regularly received support from parents and community members.

This report contains information on the school; what makes it unique, special features and achievements. There is information on the teaching staff, parent expectations and parent, student and community satisfaction.

School progress towards its goals in 2013

Implementation of the National Curriculum: Maths, English and Science All curriculum areas are reflective of best practice and are aligned with C2C and Australian Curriculum · Implementation of the "Jolly Phonics" program P-2 students have actively participated in this program and demonstrated an increased understanding with sounds , letter construction and handwriting. Focus on Reading through the continuation of the "Support-A –Reader" Program High percentage of community members actively engaged with students as part of this program on a weekly basis. Integration of ICT into main curriculum focus areas Students engage with maths and literacy programs such as Mathletics and Reading Eggs, on a regular basis as part of their weekly school.

Future outlook

In 2014 there are 4 key priorities as outlined in the AIP (Annual Implementation Plan).
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Key priorities for 2014
- *Reading*

- *Spelling*
- *Implementing whole school coaching and feedback practice*
- *Community engagement*

Programming:

• Alignment of an additional curriculum program "History", "The Arts" and "ICT Technology and Design" with the Australian Curriculum and the C2C outlines.

• Provision of additional and various educational opportunities for students to learn and participate, which ensures students are provided with a broader focus for learning.

• Improved explicit instruction, to improve learning opportunities within a multi-age setting with a strong focus on differentiation in teaching to ensure inclusivity of all students.

Facilities:

• Improved classroom facilities that support student engagement

• Improved connectivity for online services

• More computers for greater access to online curriculum opportunities.

• Continued removal of asbestos from school site

• Scope of works that focuses on the provision of clean, safe and hygienic areas for students to eat and play

• Utilisation of a new water bore to ensure grounds are safe, shady and conducive to students play requirements

Professional Development:

• All staff to be part of a coaching program

• All staff to receive first aide training

• All staff to be trained in THRASS

• Staff are provided the opportunity to access training opportunities to improve their current level of knowledge and skills in the areas of Human Resource Management, Facilities Management, Latest Regional Priorities as well as Teaching and Learning Programs aligned with the requirements of the Australian Curriculum.

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Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013:   Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	14	6	8	100%
2012	17	10	7	100%
2013	10	8	2	69%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

Bymount East State School is a rural and remote school in the Maranoa Regional Shire. All students at the school are from local farming families. Most parents either own local cattle properties or work on properties in the area. The parents and the community utilise Roma, 65km to the South, or Injune 26km to the North, as their major service centres.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	14	1	11
Year 4 – Year 7 Primary		3	
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	0	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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Curriculum offerings

Our distinctive curriculum offerings

Being such a small school, both extension and support programs are able to be tailored to individual student needs. One on one support for these activities possible through the teacher aide or classroom teacher.

The curriculum focus is explicit instruction of literacy, numeracy and science, with information communication technologies (ICTs) integrated into daily learning. The interactive whiteboard, internet, digital cameras and a range of software ensure students and staff are equipped for the digital world.

- Students participate daily in reading, spelling and numeracy programs
- Additional support was provided for students with learning difficulties
- Provision of curriculum areas of Music, Art, Technologies
- Provision of social skills, life skills and the Values as set out for National Schools and the School's Responsible Behaviour Plan

Extra curricula activities

- The Arts: Arts Council Performances
- Health and Physical – Swim Camp ; Swimming Carnival; Cross Country Event, Athletics CRNIVALS, Inter School Rugby and Netball Games
- Under 8's day of activities for students from Prep-Year 3 at a neighbouring school
- Participation in ANZAC Day march, service and wreath laying ceremony
- Showcasing the School: education Week Open Day, Display at Roma Show

How Information and Communication Technologies are used to assist learning

Computers are used throughout the school in classroom activities and are integrated into teaching and learning experiences. They are an invaluable tool to help bridge the distance between ours and other Queensland schools. Students access computers in relation to Literacy and Numeracy activities and Technology, as well as embedded within the KLA's where possible. Projects in 2013 included power point presentations to enhance oral presentations, projects using digital cameras, online learning such as Mathletics and Reading Eggs. An interactive whiteboard is used to add to student learning out comes.

Social climate

Bymount East State School offers all students, parents and community members an environment that is inviting, safe and supportive. All parents and community members are encouraged to participate in events and celebrations promoted through our school. All students from Prep-Year 7 work both individually and collaboratively whether they are engaged in classroom learning or break time play. Bymount East State School students are encouraged to seek support when necessary, regardless of the situation.

The P&C supports the school and values the learning that takes place within its fence line and out of the school grounds on excursions and camps.

Parent, student and staff satisfaction with the school

All Parents and Students are satisfied that students receive a good education at Bymount East State School. Parents/Caregivers are satisfied with School. Parents support projects, attend

meetings and are involved in school activities. Dedicated staff members participate in professional development that will improve work performance and student outcomes. All members of Staff work together as a team. The students that attend Bymount East SS are well supported within the caring community. This is reflected in the results of the school opinion survey - specifically in relation to Bymount East being a school that the students feel safe to go. There is more work to be done in the area of supporting students with behaviour concerns.

Performance measure *(Nationally agreed items shown*)*		
Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	100%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	83%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	92%	100%
their child is making good progress at this school* (S2004)	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	92%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	92%	100%
this school works with them to support their child's learning* (S2010)	100%	100%
this school takes parents' opinions seriously* (S2011)	92%	100%
student behaviour is well managed at this school* (S2012)	100%	100%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	100%	100%

Performance measure *(Nationally agreed items shown*)*		
Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	100%	78%
they like being at their school* (S2036)	100%	100%
they feel safe at their school* (S2037)	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%
teachers treat students fairly at their school* (S2041)	100%	89%
they can talk to their teachers about their concerns* (S2042)	100%	89%
their school takes students' opinions seriously* (S2043)	100%	89%
student behaviour is well managed at their school* (S2044)	100%	67%
their school looks for ways to improve* (S2045)	100%	100%
their school is well maintained* (S2046)	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	78%

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Performance measure	
Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	100%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	100%
staff are well supported at their school (S2075)	100%
their school takes staff opinions seriously (S2076)	100%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	100%
their school gives them opportunities to do interesting things (S2079)	100%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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Involving parents in their child's education

The school families, Staff and Parents and Citizens Association and the wider community were involved and interested in the school with participation in school planning, budgeting, fund raising, working bees, classroom assistance, sports training and assistance with transportation.

Parents and Citizen Association also were involved in:

- Sports Days/Carnivals
- End of year Presentation
- Camp drafting event
- Parent Community were also involved in:
- Support a Reader Program

- Sports Training- Football, Netball

Reducing the school's environmental footprint

The school installed a new water bore and also had solar panels installed. The school aims to use as little electricity as possible, with students being taught to turn off unnecessary electrical items. Bymount East is on tank water only. This helps ensure that we are all 'water wise'.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	8,086	0
2011-2012	12,409	0
2012-2013	14,219	0

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.
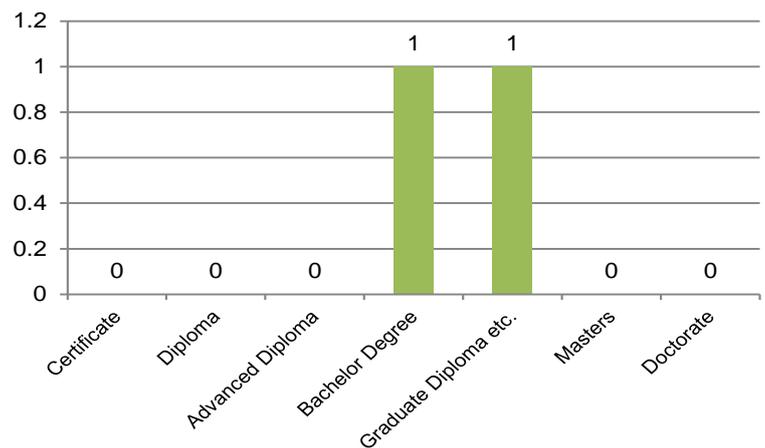
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	2	3	0
Full-time equivalents	1	1	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	1
Graduate Diploma etc.	1
Masters	0
Doctorate	0
Total	**2**

* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

The major professional development initiatives are as follows:
-National Curriculum training
-Core Modules
-Explicit teaching learning

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Our staff profile

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	100%

Proportion of staff retained from the previous school year

From the end of the previous school year, 10% of staff was retained by the school for the entire 2013 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at http://www.myschool.edu.au/.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following '**Find a school' text box.**

Find a school

Search by school name

[   ] **GO**

Search by suburb, town or postcode

[   ]

Sector ☐ Government
☐ Non-government

SEARCH

Where it says **'Search by school name'**, type in the name of the school you wish to view, and select **<GO>**.   Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

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Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	95%	87%	92%

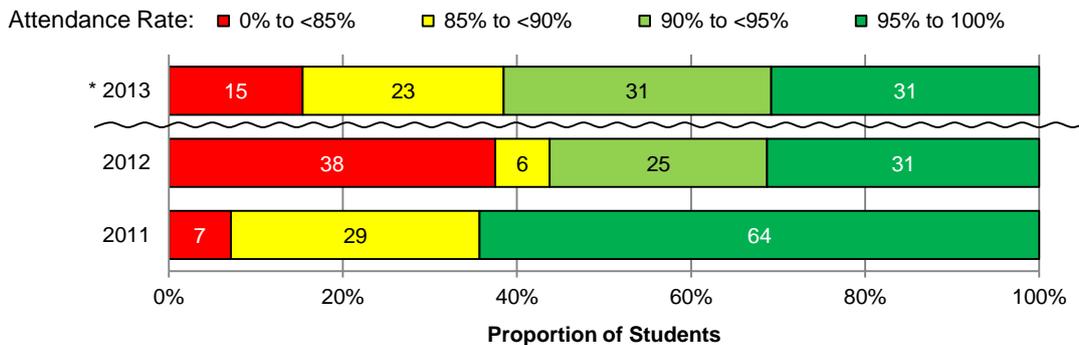The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.

Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	DW		93%	99%	99%	95%	93%					
2012	91%	DW	DW	83%	94%	97%	85%					
2013	91%	93%	DW	DW	90%	DW	DW					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% □ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
* 2013	15	23	31	31
2012	38	6	25	31
2011	7	29		64

Proportion of Students

* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Description of how non-attendance is managed by the school

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Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Each morning and afternoon the class teacher marks the roll. Students absent for more than 2 days and whose parents have not notified the office, have their parents contacted to give an explanation and estimated return date.

On wet days students who cannot attend school have the option of having work e-mailed to their home. All parents support students during their day at home.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the *My School* link above. You will then be taken to the *My School* website with the following '**Find a school' text box.**

Where it says **'Search by school name'**, type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

There are no students who identify as indigenous enrolled at Bymount East SS.